



STILLWATER AREA PUBLIC SCHOOLS

Position Description

SECTION I: GENERAL INFORMATION

Position Title: <i>Special Education Paraprofessional</i>	Department / Building: <i>Various Buildings</i>
Reports to: <i>Principal</i>	FLSA Status: <i>Non-Exempt</i>
Band/Grade/Subgrade: <i>A12</i>	Bargaining/Work Unit: <i>Paraprofessional</i>
Position Last Updated: <i>12/2008</i>	Next Position Description Update: <i>01/2013</i>

SECTION II: JOB SUMMARY

To assist the teacher in the advancement of the educational experiences of students in an interactive, caring, and supportive manner. To perform focused roles and responsibilities with one student or a particular student population who are determined to need more intense support, reinforcement, remediation, and attention.

SECTION III: ESSENTIAL DUTIES AND RESPONSIBILITIES

Duty/Responsibility No:	1	Statement of duty/responsibility: Classroom Support
Percent of Time:	70%	

Tasks involved in fulfilling above duty/responsibility:

- Assists with individual or small group instruction to support and reinforce the instructional and experiential plans established by the teacher.
- Assists in the preparation of instructional, informational, and programmatic materials and special projects in the classroom.
- Confers regularly with the teacher to help monitor student progress, offer observations and suggestions based on student / staff interactions during the course of day-to-day activities, and receive further direction and work assignments.
- Assists teacher in monitoring students, maintaining order and discipline and attending to individual student needs.
- Assists in maintaining neatness and orderliness of classroom environment.
- Performs clerical tasks such as student attendance reports, maintenance of student records and preparation of

materials for distribution to parents.

- Assists in the planning and supervision of various field trips and other school events.
- Organize, set up and assist students with various computer equipment in a laboratory / media center environment to help ensure their understanding and success with individual and group projects.
- Monitors passage of students in the hallways, and other areas, and as they load/unload busses to ensure the safety of all students.

Duty/Responsibility No:	2	Statement of duty/responsibility: High Needs Student Support
Percent of Time:	25%	

Tasks involved in fulfilling above duty/responsibility:

- Assists the teaching staff in meeting the needs of students with disabilities as defined by the state and federal statutes.
- Participates in or provides input for parent and staff meetings when requested.
- Toilets or diapers students when requested or assists with self help skills (feeding, dressing, toileting).
- Assists students with mobility problems (lifting, moving students).
- Familiar with the special education needs, goals, and objectives of each student.
- Accompanies students to specialists.

Duty/Responsibility No:	3	Statement of duty/responsibility: Special Projects
Percent of Time:	5%	

Tasks involved in fulfilling above duty/responsibility:

- Performs other job-related duties as requested or assigned.

SECTION IV: KNOWLEDGE, SKILLS AND ABILITIES

- Basic knowledge of reading, writing and math concepts sufficient to assist assigned students.
- Ability to work purposefully, confidently and independently within authority and responsibility parameters of the position with minimal supervision.
- Demonstrated listening skills.
- Ability and willingness to collaborate and cooperate with other staff in accomplishing the goals of the school program.
- Knowledge and ability to maintain a good working knowledge of the site, area(s) and student population(s) to which assigned.
- Ability to develop and maintains effective working relationships with students, staff and parents.
- Ability to communicate in oral or written form in a grammatically correct manner.
- Ability to read and interpret simple directions and comprehend written information.
- Ability to interpret directions and clearly articulate expectations to students.
- Ability to demonstrate caring and warmth for children and an understanding of children's needs.
- Knowledge of and the ability to incorporate into the job, general concepts covering child and adolescent health and development.
- Knowledge, skill, and ability to respond calmly and appropriately in emergency situations.
- Knowledge of and compliance with all District policies and procedures applicable to effectively performing this position as outlined in the job description.
- The knowledge, skill and ability to set up, maintain and ensure the security and confidentiality of data and information, particularly student related records.

- Understanding of and ability to work effectively with students with disabilities (severely mentally and physically impaired children) including dealing with seizures, medical emergencies.

SECTION V: EDUCATION / CERTIFICATION REQUIREMENTS

- High school education or its GED equivalent.

Note: Such alternatives to the above qualifications as the School Board may find appropriate and acceptable.

SECTION VI: EXPERIENCE REQUIREMENTS

- One year of experience working with children in an educational setting is preferred.

Note: Such alternatives to the above qualifications as the School Board may find appropriate and acceptable.

SECTION VII: COMPETENCIES AND/OR VALUES COMMON TO ALL POSITIONS

- A clear and demonstrated commitment to the District mission, which is to ensure high quality, innovative, challenging education where all learners are valued and respected.
- Performing assigned responsibilities in a manner consistent with the District's established Core Values.
- Advancing the District's mission and values through careful attention to the key issues of Learning, Environment and Resources.

SECTION VIII: PHYSICAL JOB REQUIREMENTS

(Indicate according to essential duties/responsibilities):

The physical job requirements described here are representative of those an employee encounters while performing the primary functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the primary functions.

Key: N=Never O=Occasionally (1-33%) F=Frequently (34-66%) C=Consistently (67-100%)					
Demands		Demands		Demands	
Physical		Lifting/Carrying		Exposure to Environ. Conditions	
Standing	O	Up to 10 pounds	C	Possible exposure to blood-borne pathogens through blood and/or body fluids	O
Walking	O	Up to 25 pounds	O		
Sitting	C	Up to 50 pounds	O		
Talking in person/on the phone	F	Up to 75 pounds	N	Toxic chemicals	N
Pushing/Pulling	O	Up to 100 pounds	N	Moving parts	N
Hearing	F	More than 100 pounds	N	Electrical shock risk	N
Feeling, grasping, finger dexterity	C	Noise Levels		Explosives	N

Climbing, balancing	O	Quiet (i.e. private office)	F	Fumes	N
Stooping (bend at waist)	O	Moderate noise (i.e. business office with typewriters/ printers, light traffic)	F	Extreme cold (non-weather)	N
Crouching, crawling, kneeling, squatting	O			Extreme heat (non-weather)	N
Stretching/reaching with hands & arms	O	Loud noise (i.e. many children laughing & playing, large earth moving equipment)	O	Varying weather conditions	N
				Sight	
Distinguishing smell	N	Very loud noise (i.e. jack hammer, front row rock concert)	N	Vision for close work/ability to adjust focus	O
Distinguishing temperature	N			Looking at computer monitor	F
Traveling by automobile	O			Color vision (identify & distinguish colors)	F
				Peripheral, depth perception	F